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ASSIGNMENT BOOKLET 2B

PED0770 Career and Life Management

Module 2: Section 2 Assignment and Section 3 Assignment

FOR STUDENT USE ONLY

Date Assignment Submitted:

Time Spent on Assignment:

(If label is missing or incorrect)

Student File Number:

Module Number: _____

FOR OFFICE USE ONLY

Assigned

Teacher: _____

Assignment

Grading: _____

Graded by: _____

Date Assignment Received:

Student's Questions and Comments

Apply Module Label Here

Name

Address

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*Please verify that preprinted label is for
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Teacher's Comments

Teacher

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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Career and Life Management

Module 2



Career and Life Choices

Assignment Booklet 2B

FOR TEACHER'S USE ONLY

Summary

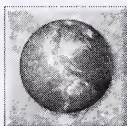
	Total Possible Marks	Your Mark
Section 2 Assignment	100	
Section 3 Assignment	100	
	200	

Teacher's Comments

Career and Life Management
Module 2: Career and Life Choices
Assignment Booklet 2B
Section 2 Assignment and Section 3 Assignment
Learning Technologies Branch
ISBN 0-7741-2329-X

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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
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- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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ASSIGNMENT BOOKLET 2B

CAREER AND LIFE MANAGEMENT: MODULE 2

SECTION 2 ASSIGNMENT AND SECTION 3 ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 200 marks out of the total 325 marks for the assignments in Module 2. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

Be sure to proofread your answers carefully.

100

Section 2 Assignment: Considering Options

Read all parts of your assignment carefully and record your answers in the appropriate places.

In this section, you focused on some complex and interrelated factors that need to be considered as you start the important task of developing your career plan. You reviewed information about the importance of decision making and the necessary skills and steps in following a decision-making model.

You also learned some general information about future employment trends and options after high school, exploring the internal and external factors that affect those choices. You explored the important relationship between occupational choices and lifestyle. You examined careers and occupations of interest to you and learned how to develop occupational profiles and personal action plans for your career choices. The occupational profiles and the career action plan you completed gave you the opportunity to explore information about availability, options, and preparation needed for possible occupational choices. Finally, you focused on what you can be doing now, as you complete your high school education.

You looked at various career and occupational options and possibilities through the following areas:

- making decisions
- applying a decision-making model
- lifestyle choices
- external and internal factors
- the relationship between lifestyle and occupational choices
- employment trends
- factors that influence employment trends: technological, social, economic, environmental, political
- National Occupational Classification
- Job Futures
- choices after high school
- post-secondary education
- the world of work
- apprenticeship
- entrepreneurship
- resourcefulness
- people, places, and things as resources
- occupational groups
- occupational profiles
- setting goals
- career plans
- action plans
- roadblocks, obstacles, and problems
- career pathing
- networking
- preparation during high school

The assignments for this section will focus on the development of your career goals, occupational profiles, and an action plan. Your assignments will ask you to identify where you see yourself now and in the future, as well as to explore occupational choices that interest you, with the purpose of refining your career goals and developing an action plan.

The final assignment you will complete for Section 2 is worth 20 marks and will continue the development of the Student Learning-Career Planner that will help you organize and summarize your career portfolio selections. You will continue to use the folder provided with this Assignment Booklet to develop the Student Learning-Career Planner. You will complete questions 1 to 6 before you complete the work on the Student Learning-Career Planner. Use your work in these questions, as well as the work you completed throughout Section 2 of the Student Module Booklet, to help you complete the final assignment.

The visual presentation of the collections that you develop in questions 1 and 4 will be assessed as part of your final assignment mark. The development of your Student Learning-Career Planner is ongoing throughout this module.

In Module 1, you were asked to create a timeline of the changes and challenges you might face throughout different stages of your life. The events you identified in that timeline will help you complete the following assignment.

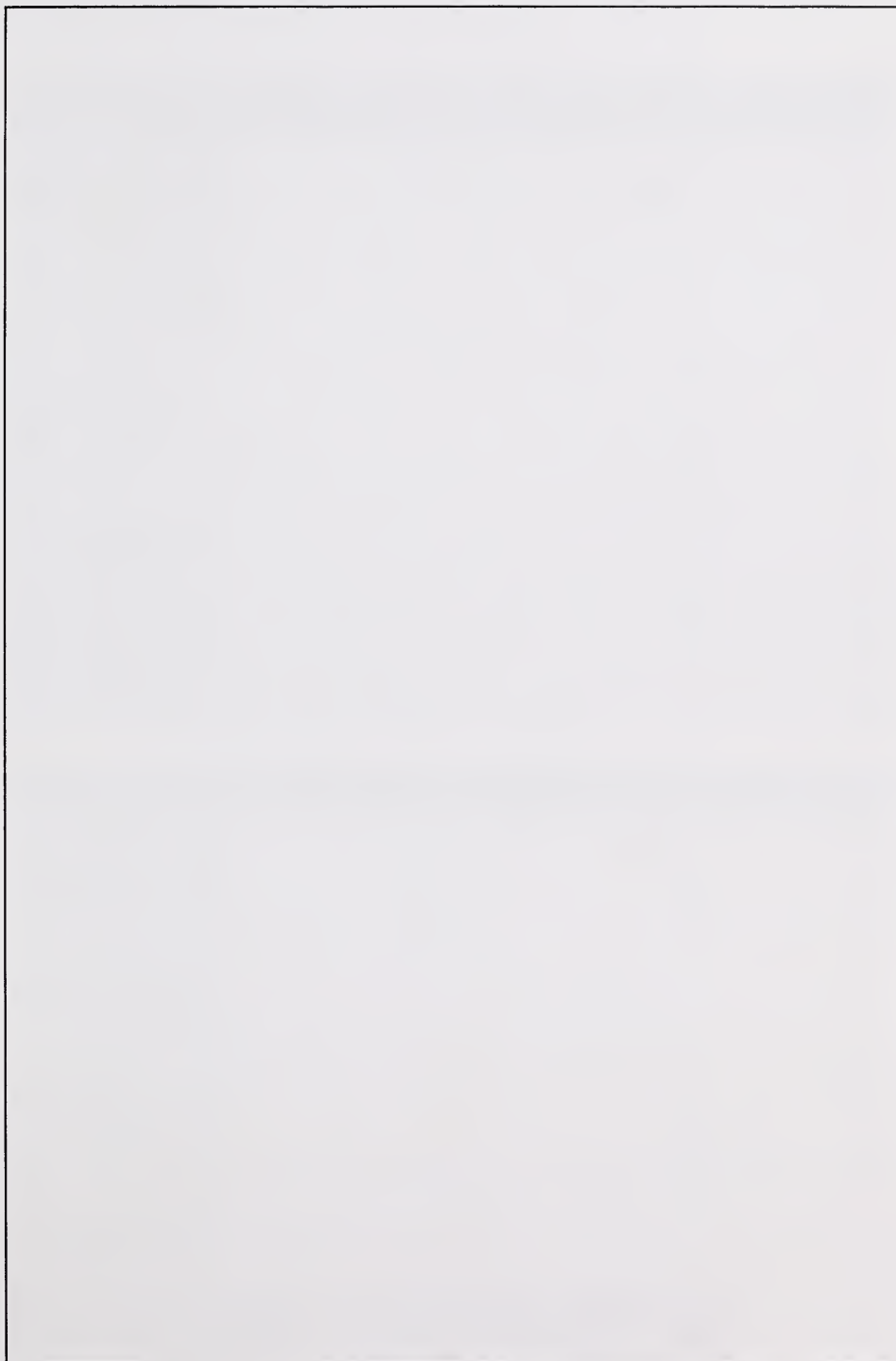
30

1. What would you like your life to be like in the next year, the next three years, and the next ten years? Create a collage for each of the time periods using visuals like photographs, pictures, illustrations, sketches, and descriptions. Use the following guidelines for each time period to help you create each collage:
 - where you will be
 - what you will be doing
 - your friends
 - your home
 - your activities
 - your work
 - your family

One Year

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Three Years

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Ten Years

When you've finished responding to the preceding questions, return to page 87 of Module 2 Student Module Booklet and continue working where you left off.

15

2. Describe the career you hope to have. In the following charts, write about what you will be working at in one year, three years, and ten years. Be sure to include a description of each job or activity you picture yourself doing for each time period.

	One Year
the career I would like to have	
the types of jobs this career might involve	
the types of activities I will be doing	
the people I will work with	
the factors that may influence this career	

	Three Years
the career I would like to have	
the types of jobs this career might involve	
the types of activities I will be doing	
the people I will work with	
the factors that may influence this career	

	Five Years
the career I would like to have	
the types of jobs this career might involve	
the types of activities I will be doing	
the people I will work with	
the factors that may influence this career	

4

3. Explain how your personal lifestyle goals and your career goals mesh or conflict with one another.

When you've finished responding to the preceding questions, return to page 94 of Module 2 Student Module Booklet and continue working where you left off.

14

4. a. Use the information you gathered about the occupations that interest you most in Section 2 of this module. Select one occupation and create an occupational profile of it by using visuals such as photographs, pictures, illustrations, sketches, and written descriptions of the following:

- name of occupation
- a description of the type of work that is done
- the personal requirements of the occupation
- the level and type of education required
- the level of experience required for entry into the occupation
- the working conditions of the occupation
- the expected level of pay for the occupation
- the opportunities that may stem from this occupation
- the future of the occupation relative to employment trends
- any other relevant information

To complete the assignment, you must do library or Internet research and provide a bibliography of the resources you used. You may also need to interview someone already working in the occupation.

Occupational Profile

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Occupational Profile

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Occupational Profile

Occupational Profile

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Occupational Profile

4

- b. Describe what you like about the occupation and what you do not like about the occupation.

When you've finished responding to the preceding questions, return to page 114 of Module 2 Student Module Booklet and continue working where you left off.

- 6
5. For the occupation you selected and researched in question 4, create a career goal. For each step of the goal-setting process in the following chart, indicate what has to be done to achieve your career goal.

Steps in Goal Setting	My Career Goal
Identify the goal and state it as clearly as possible. In fact, write it out in enough detail so that it is understandable and can be reread when it is necessary to refocus.	
Accept responsibility for the goal: make it your own. In other words, why is this goal important to you? Reviewing the information that you compiled from your Personal Profile in Section 1 will be helpful.	
Brainstorm what steps you would have to accomplish to get to your career goal.	

⑦

6. Use the goal-setting information to develop an action plan by responding to the questions in the following response chart.

Steps	Action Plan
What major actions do I need to take to get to my goal?	
What are the detailed things I need to do to complete each major action?	
What do I need to learn to get to my goal?	
What resources (money, skills, education) do I need to have to get to my goal?	
Where will I get each of these resources?	
How will I plan my time?	
What do I need to do next?	

When you've finished responding to the preceding questions, return to page 122 of Module 2 Student Module Booklet and continue working where you left off.

20

7. You will take the the next step towards completing and maintaining your Student Learning-Career Planner. You will use this SLCP to guide the completion of your career portfolio. When you submit it to your teacher, he or she will fill in one of the consultation boxes. In this way, you will obtain continuous feedback on your work.

NOTE:

To help you complete this assignment, review and summarize what you have learned about decision making and applying a model to your career-planning process. Review the external and internal influences that affect your career interests and decisions and the relationship between lifestyle and occupational choices. Review the components of an occupational profile and a career action plan. Revisit your goals. Review how a decision-making model can be applied to the career-planning process. Assess the courses you have completed and the future course choices that would best help you meet your career goals.

Collect examples of activities you have completed in this section, as well as any other evidence that you wish to use that reflects your occupational interests and choices at this point in your life. Collect information on these occupations. Gather information on the courses and work experiences you have completed. Select those items that you think are suitable and relevant for inclusion in your career portfolio. The visual presentations of questions 1 and 4 will be assessed as part of the mark for question 7.

Submit photocopies of all the items you select for submission in each assignment. This reduces the risk of the originals being lost.

Your career portfolio assignment will be graded using the following rubric.

Marks	Criteria
<p>17–20 Excellent</p>	<ul style="list-style-type: none"> • The summaries clearly describe investigations into learning opportunities, occupational profiles, and financial support. • The SLCP explores personal interests through transition scenarios; it reflects and is consistent with lifestyle goals and occupational choices in the assignments. • The summaries clearly link and use information from portfolio collections and summary charts. • The SLCP makes clear and relevant connections between lifestyle and occupational choices and between goals and action plan. • The SLCP thoughtfully explores reasons and steps for success with career goal. • The summary descriptions show evidence of personal reflection. • The work in the attached collections and summary charts is presented in a skilful way, using a number of different layouts, colours, and graphics.
<p>13–16 Proficient</p>	<ul style="list-style-type: none"> • The summaries indicate investigations into learning opportunities, occupational profiles, and financial support. • The SLCP shows evidence of exploration of personal interests through transition scenarios and is consistent with lifestyle goals and occupational choices in the assignments. • The summaries use information from portfolio collections and summary chart. • The SLCP shows evidence of relevant connections between lifestyle and occupational choices and between goals and action plan. • The SLCP explores reasons and steps for success with career goals. • The summary descriptions show some evidence of personal reflection. • The work in the attached collections and summary charts is presented in a skilful way, using different layouts, colours, and graphics.
<p>10–12 Acceptable</p>	<ul style="list-style-type: none"> • The summaries address investigations into learning opportunities, occupational profiles, and financial support. • The SLCP indicates some personal interests and provides some examples through transition scenarios, and it is consistent with occupational choices in the assignments. • The summaries include some information from portfolio collections and summary charts. • The SLCP shows evidence of some connections between lifestyle and occupational choices and between goals and action plan. • The SLCP provides some reasons and steps for success with career goal. • The summary descriptions show some evidence of self-assessment. • The work in the attached collections and summary charts is presented using some variation in layouts, colours, and graphics.

<p>0–9 Limited</p>	<ul style="list-style-type: none"> • The summaries indicate basic information about one or more investigations into learning opportunities, occupational profiles, and financial support. • The SLCP provides some examples of current interests through transition scenarios. • The summaries use limited examples from portfolio collections and summary charts. • The SLCP makes limited connections between lifestyle and occupational choices and between goals and action plan. • The SLCP provides limited information regarding reasons and steps for success with career goal. • The summary descriptions show limited evidence of self-assessment. • The work in the attached collections and summary charts is presented using little variation in layouts, colours, and graphics.
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The Student Learning-Career Planner contains the following components. The highlighted components are the ones that you will be focusing on in this section of Module 2.

Personal Profile
Student Experiences
Education Information
Career-Planning Activities
Career Goals
Presentation Portfolio Checklist
Career-Planning Checklist
Consultation

Once you have completed the items in the Student Learning-Career Planner, attach your other assignments to it and submit it to your teacher for assessment.

- For Educational Information, list the courses you completed in Grade 9 and those completed or that you are currently taking in Grade 10, 11, or 12. To the extent that you can, record your final marks and the credits you received for each course.

- b. For Career-Planning Activities, use the collections and summaries you have created for exploring and researching your career options and choices. Identify, using point form, the following aspects of these explorations and research in the Student Learning-Career Planner:
- Fill in the section on Investigations, summarizing in point form what you have found out about learning opportunities, for example, post-secondary education, your occupation of interest, and any financial support you think you will need.
 - Fill in the section entitled Transition Scenarios. In this section, briefly outline two different scenarios that describe your options after completing high school. For example, one of your transition scenarios could involve pursuing the occupational interest you outlined by attending a post-secondary institution. Another could involve working at a temporary job for a year.
 - Add any relevant summary points to the Action Plans section, focusing on the resources you will need to obtain your career goal.
- c. For Career Goals, use the career goal you identified in question 5, and record the goal and then summarize your reasons for pursuing it and the steps you need to take to be successful in attaining it.
- d. For the Career-Planning Checklist, review the work you have completed in this section of Module 2 and check off the boxes that represent the tasks you have worked on.
- e. For Consultation, write any questions that you have for your teacher in the first box of the folder in the consultation section. If you prefer, attach a page with your questions. Your teacher will respond to your questions and provide you with some feedback. You will sign this consultation box when your folder is returned to you.

When you've finished responding to the preceding questions, return to page 127 of Module 2 Student Module Booklet and start working on Section 3.

100

Section 3 Assignment: The Workplace

Read all parts of your assignment carefully and record your answers in the appropriate places.

In this section, you focused on the processes and tools used in basic job-search strategies. The importance of keeping good records while searching for a job and the commitment needed for the task of job searching was emphasized. Methods of applying for a job and letters for inquiry, application, covering for a résumé, and as a follow-up were explained. Different forms of résumés were explored, including online résumés and their submission. Interviewing skills, both in person and on the telephone, were examined; and the importance of making a positive impression was emphasized. Getting and using references and using presentation portfolios were explained.

You also considered what happens as you start a job and move from a school situation into a work situation. You explored standard work protocols. You then focused on the characteristics, skills, and behaviours that are expected by employers in the workplace. Six broad categories were described and detailed with a set of abilities that are needed to accomplish that aspect of work. You explored basic rights and responsibilities of employers and employees and considered the legal protection that is available for both workers applying and interviewing for jobs, as well as those who are working in a job. The importance of health and safety on the job was examined, and ways to deal with job stress and burnout were introduced. You considered some options in dealing with leaving a job, giving notice to quit, being laid off, or being fired.

You explored a range of employment options and considered the advantages and disadvantages of each of these forms. You were encouraged to consider the possibility of having various forms of employment throughout your career. You considered internships, volunteering in the hope of enhancing your chances of being hired, and pursuing other life-career endeavors as an alternative to paid employment. You considered the impact of unemployment and the skills that can be applied in dealing with job loss and searching for a new job. You learned about the concept of entrepreneurship and some types of possible entrepreneurial opportunities. You looked at how the characteristics of an entrepreneur can also relate to the characteristics of valued employees. You considered several examples of small businesses and entrepreneurship. You developed an increased awareness of the potential each person has to be entrepreneurial in some way, either on your own or in the workplace as an employee.

In Section 3 of this module, you looked at searching for a job, keeping a job, and considering different employment options and possibilities through the following areas:

- the value of networking
- use of advertisements
- direct contact with an employer
- use of the Internet
- development of a résumé
- writing letters
- an effective interview
- workplace protocols
- employability skills
- human rights codes
- job change
- job stress
- entrepreneurship
- internship
- employee and employer rights and responsibilities
- job-search strategies
- networks
- completion of job applications
- use of references
- use of your career portfolio
- use of employment agencies
- job expectations
- employer expectations
- labour legislation
- discrimination
- harassment
- health and safety on the job
- employment patterns and
- volunteer work
- unemployment

The assignments for this section will focus on the development of a job-search tool kit. Your assignments will ask you to summarize your goals, strengths, and accomplishments in tools such as a résumé, as well as explore the ways in which your skills and competencies can contribute to various workplace environments. You will synthesize your work into a presentation portfolio.

The Section 3 final assignment is worth 30 marks and will continue the development of your Student Learning-Career Planner. It will help you organize and prepare selections from your career portfolio for use in a presentation portfolio. You will continue to use the SLCP provided in Assignment Booklet 2A. You will complete questions 1 to 3 before you complete the work on the Student Learning-Career Planner. Use your work in these questions, as well as the work you completed throughout Section 3 of the Student Module Booklet, to help you complete the final assignment.

NOTE:

The visual presentation of the collections that you develop in questions 2 and 3 will be assessed as part of your final assignment mark. The development of your Student Learning-Career Planner will be completed in this section of Module 2. Plan to continue using the Student Learning-Career Planner as you continue through high school and gain work and community experiences.

10

1. You have reviewed the writing of résumés, filling out application forms, undergoing job interviews, and networking to find job leads.

As you have read through this information and completed the lessons, you may have considered some aspects of handling job interviews, completing résumés and application forms, networking, and other aspects of finding a job difficult for you.

- a. What specific difficulties are often encountered when handling job interviews, answering questions in interviews and on application forms, completing a good résumé, building a good job-lead network, or some other aspect of finding a job?
- b. What are some strategies for overcoming these difficulties?

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2. Choose any **one** of the following job advertisements. Prepare the following tools that you would use to apply for your selected job advertisement.
 - an application form
 - a letter of application
 - a résumé

DATA CONTROL CLERK
Permanent Part-Time Position

Performs data input of payroll and accounts payable. Transmits, prints, and files reports. Completes a variety of accounting and other related duties as per current job description.

Qualifications: candidate must be a high school graduate with supplementary business training and experience in accounting and knowledge of accounting software

Salary and Benefits: as per current General Service Workers' Agreement

Applications: must be submitted in writing at Suite 123, 5505–34th Avenue

MANAGEMENT TRAINEES

Fast-growing Canadian musical instrument chain is currently seeking management trainees. Career opportunities available for individuals with ability to achieve in sales, customer service, and merchandising.

LEGAL ASSISTANT

You will act as an assistant to two or more lawyers, transcribing legal documents, maintaining diaries, answering phone calls, making appointments, scheduling meetings, maintaining a filing system, drafting memos and letters, answering routine correspondence, plus other related duties.

Qualifications: Grade 12 including or supplemented by word-processing courses, plus several years related administrative experience preferably in a legal environment. Equivalencies considered. **NOTE:** This is a permanent part-time position.

HIGHWAY MAINTENANCE WORKER

You will be responsible for maintaining streets, roads, and highways. You must be able to operate the following: loaders, mowers, snowplows, dump trucks, and other service equipment. Duties include snowplowing, sanding, grading, patching, crackfilling, mowing grass, cleaning culverts, painting, snowfencing, and maintaining signs and guard rails.

Qualifications: Valid class 2 driver's licence, high school diploma, related experience in both summer and winter road maintenance, willingness to work weekends and odd hours, as emergency weather conditions require.

FASHION CONSULTANT**Retail Sales**

The A & N Boutique is expanding, with the addition of three new stores. Candidates must be self-motivated, energetic, and fashion conscious.

Qualifications: Must have at least three years of sales experience.

Use the suggestions and strategies for each tool that you have learned from your Student Module Booklet and from your textbook readings to complete the following:

- Use the response form provided on the following pages as your application form. Refer to the information you compiled for the personal information sheet that you completed in the Student Module Booklet.
- Use the formats suggested for the letter of application and the activity you completed in this section.
- Use the reverse chronological format for constructing your résumé.

Ensure that you complete each component of this assignment neatly. Use the suggestions for formatting that you learned in the Student Module Booklet and in your textbook readings.

The visual presentation of this assignment will be assessed as part of your final assignment mark.

NOTE:

If you are using a computer to complete your letter of application and résumé, attach them to Assignment Booklet 2B.

Application Form			Please Print	
Position Applied For			How did you learn about this competition?	
Surname	First	Middle	Permanent	Part-time
			Temporary	Seasonal
Mailing Address				
Telephone: Home:		Messages:	Are you under 18 years of age?	
			Yes	No
Canadian Citizen or Landed Immigrant			Yes	No
Date Available for Employment			Desired Salary	
Education	Institution		Year Left	Highest Grade Certificate/Diploma
Secondary				
Post-Secondary				
Other				

Employment History	
Employer: Address: Telephone: Term of Employment: Supervisor: Reason for Leaving:	Position and Duties:
Employer: Address: Telephone: Term of Employment: Supervisor: Reason for Leaving:	Position and Duties:
Employer: Address: Telephone: Term of Employment: Supervisor: Reason for Leaving:	Position and Duties:

Letter of Application

Résumé for _____

When you've finished responding to the preceding questions, return to page 154 of Module 2 Student Module Booklet and continue working where you left off.

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3. For this assignment you should consider the previous work you have completed for your personal profile. It is important to gain an understanding of employer expectations and consider ways in which your skills and abilities can help you meet those expectations. In the lessons you completed in this section of Module 2, you compared common employer expectations with the Conference Board of Canada's employability skills. Use the two lists of skills you prepared in the Student Module Booklet, as well as what you have learned about different types of employment, to complete the following chart.

In the chart, explain how your skills can contribute to an ability to work in different settings. Select **six** different employment environments from the following list:

- full time
- temporary
- contract
- job sharing
- self-employment, entrepreneur, consultant
- part time
- casual
- multiple jobs
- flextime

You can complete your chart using both textual and visual information. The chart can be added to your portfolio as evidence of your ability to work in different workplace environments. The visual presentation aspects of this assignment will be assessed as part of your final assignment mark.

Employment Environment	How My Skills, Competencies, and Traits Fit with This Type of Employment

When you've finished responding to the preceding question, return to page 183 of Module 2 Student Module Booklet and continue working where you left off.

30

4. You will take the next step in completing and maintaining your Student Learning-Career Planner. You will use this planner to guide the completion of your career portfolio. When you submit the SCLP to your teacher, he or she will fill in one of the consultation boxes. In this way, you will obtain continuous feedback on your work.

NOTE:

To help you complete this assignment, review and summarize what you have learned about the occupational choices you are interested in from your work in the previous sections of this module. Review the job-search strategies you have learned about and the tools that you have developed. Review the factors involved in keeping a job—workplace protocols and employer expectations—and compare them to your own work and career expectations. Review the employability skills expected by employers and those that you have developed. Revisit your goals and the information in your personal profile. Review employment options and possibilities, entrepreneurship, and the skills that can help one deal with unemployment. Assess the skills and attitudes that will help you consider the future occupational and job choices you are interested in making.

Collect examples of activities you have completed in this section, as well as any other evidence that you wish to use, that reflect any work or volunteer experience you have at this point in your life. Select those items that you think are suitable and relevant for inclusion in your career portfolio. The visual presentation of questions 2 and 3 will be assessed as part of this final module assignment mark.

Submit photocopies of all the items you select for submission in each assignment. This reduces the risk of the originals being lost.

Your career portfolio assignment will be graded using the following rubric.

Marks	Criteria
26–30 Excellent	<ul style="list-style-type: none"> The summaries clearly explain the importance of each item selected for inclusion in the presentation portfolio. The explanations reflect personal attributes and strengths. The SLCP explores skills, strengths, achievements, and accomplishments in multiple ways and uses different items, such as résumé, letter, and personal summary sheet. The descriptions are consistent between items. The items selected are consistent with and appropriate for the job description selected for the assignment. The items promote and market personal attributes. The content selected for the presentation portfolio is well developed and shows depth and breadth of skill development and personal experiences. The items and ideas are presented in a clear, concise, and logical format. The information in the attached portfolio pieces (letter of application, résumé, skill chart) is presented in a skilful way, in terms of layout and presentation.

<p>19–25 Proficient</p>	<ul style="list-style-type: none"> • The summaries explain the importance of each item selected for inclusion in the presentation portfolio. The explanations connect items to personal experiences. • The SLCP explores skills, strengths, achievements, and accomplishments using different items, such as résumé, letter, and personal summary sheet. The descriptions are consistent between items. • The items selected are consistent with and appropriate for the job description selected for the assignment. The items promote personal attributes. • The content selected for the presentation portfolio shows a satisfactory range of skill development and personal experiences. • The items and ideas are presented in a clear and logical format. • The information in the attached portfolio pieces (letter of application, résumé, skill chart) is presented in a skilful way, in terms of layout and presentation.
<p>15–18 Acceptable</p>	<ul style="list-style-type: none"> • The summaries explain the importance of most items selected for inclusion in the presentation portfolio. The explanations are written from personal perspective. • The SLCP provides examples of skills, strengths, achievements, and accomplishments through one or more pieces in the portfolio, such as résumé, letter, and personal summary sheet. • The items selected are consistent with and appropriate for the job description selected for the assignment. • The content selected for the presentation portfolio reflects some aspects of skill development and personal experiences. • The items and ideas are presented using some evidence of organization. • The information in the attached portfolio pieces (letter of application, résumé, skill chart) is presented using some skill in layout and presentation.
<p>0–14 Limited</p>	<ul style="list-style-type: none"> • The summaries explain the importance of some items selected for inclusion in the presentation portfolio. • The SLCP provides limited examples of skills, strengths, achievements, and accomplishments through one or more pieces in the portfolio, such as résumé, letter, and personal summary sheet. • The items selected have limited connections to the job description selected for the assignment. • The content selected for the presentation portfolio reflects limited examples of skill development and personal experiences. • The items and ideas are presented with little evidence of organization. • The information in the attached portfolio pieces (letter of application, résumé, skill chart) is presented using little skill in layout and presentation.

The following highlighted components are the ones that you will be focusing on in this section of Module 2.

Personal Profile
Student Experiences
Education Information
Career-Planning Activities
Career Goals
Presentation Portfolio Checklist
Career-Planning Checklist
Consultation

Once you have completed the items in the Student Learning-Career Planner, use them for the next questions and then submit it to your teacher for assessment along with the rest of your assignment.

- a. For Career-Planning Activities, use what you have learned about different types of learning and work-related experiences in this section of Module 2. Identify, using point form, the indicated aspects of these explorations and research on the Student Learning-Career Planner.
 - Fill in the section on Experience of Work, summarizing in point form any work experience you already have with part-time work (or summer work), job shadowing, and mentoring. Consider any work-related experience at all that you may have, including visiting your parents' or another adults' workplace. If you have not had any work experience, then leave this section blank.
- b. For the Presentation Portfolio Checklist, you will construct a sample presentation portfolio as a part of your assignment. Use the following steps to develop your presentation portfolio. Construct it in a small binder, using plastic sleeves to hold those pieces you select.

Presenting a portfolio formally gives you the opportunity to communicate your skills and abilities in a formal way. It is a chance to draw attention to your

- strengths
- hard work
- experiences
- creativity
- interests
- goals

As you construct your presentation portfolio, understand that it is something that can change according to the context in which you plan to use it. You can prepare a presentation portfolio for a job interview, for an application to a post-secondary program, or for an internship opportunity.

- Construct your presentation portfolio with the purpose of using it in an interview with the fictional job you applied for in question 2 of this Assignment Booklet.
- Include the following basic elements in your presentation portfolio:
 - the application form you filled out in question 2
 - a one-page personal description—Draw on the work you have done throughout this module (your personal profile, your personal information sheet, your journal entries).
 - the letter of application you completed in question 2
 - your résumé, completed in question 2
- Select three other pieces to include in your presentation portfolio. These pieces can be activities you have completed in this course or in other courses or something you develop specifically for this presentation portfolio. These pieces should be selected as evidence that you can provide skills and do the work that is required on the job. They should be selected with the following factors in mind:
 - the requirements of the job you are “applying,” and now being “interviewed” for
 - your skills—Select items that display the skills and strengths you have that are suitable for the job.
 - your previous experiences—Select those items that you think will help you demonstrate your ability to do and learn this job.
 - your ability to work hard and apply your skills and strengths
 - how this job relates to your goals, interests, and future plans
- The pieces you select can include items such as the following:
 - a summary of your goal statements that show you are working towards gaining experience in different work environments
 - a chart you completed in this course that shows your skills, strengths, or experiences
 - a project you did in English language arts that displays your writing and communication abilities
 - a group project you completed in social studies that displays your ability to work with others
 - a letter you wrote to a local community newspaper that shows your involvement in community issues or events
 - a computer-technology assignment that shows your knowledge of technology and its applications
 - a certificate you received for your participation in a music festival
 - any other evidence of your skills, accomplishments, and achievements that you think would be helpful in an interview situation for this job

- Provide a short paragraph with each of your three items, explaining why you selected it for your presentation portfolio.
 - Check off the boxes on your Student Learning-Career Planner that represent those items you have placed in this presentation portfolio.
 - Practise presenting this portfolio to a friend, a parent, or another interested adult to explore the different ways you can talk about each piece you have selected for inclusion.
- c. For Career-Planning Checklist, review the work you have completed in this section of Module 2. Check off the boxes that represent the tasks you have worked on.
- d. For Consultation, write any questions that you have for your teacher in the first box of the planner in the consultation section. If you prefer, attach a page with your questions. Your teacher will respond to your questions and provide you with some feedback. You will sign this consultation box when your planner is returned to you.

When you've finished responding to the preceding questions, submit your Assignment Booklet to your teacher and start working on Module 3.

